



State of Arizona
Department of Education

ARIZONA FRAMEWORK FOR EVALUATING EDUCATOR EFFECTIVENESS FACT SHEET

The Framework

What is the Framework?

The Arizona Framework for Measuring Educator Effectiveness complies with all legal requirements of ARS § 15-203 (A)(38) while also providing LEAs with as much flexibility as possible to develop evaluation systems that meet their individual needs.

Arizona Revised Statute § 15-203(A)(38): *The State Board of Education shall...“on or before December 15, 2011 adopt and maintain a model framework for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent and fifty per cent of the evaluation outcomes and best practices for professional development and evaluator training. School districts and charter schools shall use an instrument that meets the data requirements established by the State Board of Education to annually evaluate individual teachers and principals beginning in school year 2012 – 2013.”*

Arizona Framework for Evaluating Educator Effectiveness: <http://www.azed.gov/wp-content/uploads/PDF/ArizonaFrameworkforMeasuringEducatorEffectiveness.pdf>

What is the definition of “student academic progress”?

Student academic progress is a measurement of student academic performance. These measurements can be either: 1) the amount of academic growth a student experiences during one school year; or 2) a single measure of academic performance, including, but not limited to, formative assessments, summative assessments, and AZ LEARNS profiles.

What is the purpose of the Framework?

The goals for the Framework are:

- To enhance and improve student learning;
- To use the evaluation process and achievement data to drive professional development to enhance teaching, leadership, and student performance.
- To increase data-informed decision making for students and teacher and principal evaluations fostering school cultures where student learning and progress is a continual part of redefining goals for all.
- To use the evaluation process and data to improve teacher and principal performance;
- To incorporate multiple measurements of achievement;
- To communicate clearly defined expectations;
- To allow LEAs to use local instruments to fulfill the requirements of the framework;
- To reflect fairness, flexibility, and a research-based approach;
- To create a culture where data drives instructional decisions.



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What are the requirements and recommendations for District and Charter Evaluation Systems?

- When available, data from statewide assessments must be used to inform the evaluation process.
- All assessment data used in educator evaluations must be aligned with Arizona State Standards.
- Districts and charters must include student achievement data for reading and/or math as appropriate; however, student achievement data should not be strictly limited to these content areas.
- Evaluation instruments should integrate student academic progress data with data derived through classroom observations – neither should stand alone.
- All evaluators should receive professional development in the form of Qualified Evaluator Training.
- Districts and charters should provide for the development of classroom-level achievement data for teachers in those content areas where these data are limited or do not currently exist so that all teachers use the Group A framework.
- Districts and charters should develop and provide professional development on the evaluation process and in those areas articulated in Arizona’s Professional Teaching and Administrative Standards, as approved by the State Board of Education.

Where do the detention schools fit into the Arizona framework for evaluating educator/principal effectiveness?

The statute applies to school districts and charter schools; they would not apply to juvenile corrections.



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Teacher Evaluations

What are the components for the Teacher Evaluation Portion of the Framework?

For the Teacher Evaluation portion of the Framework, there are three components:

- Classroom-level data – Student Academic Progress
- Teacher Performance
- School-level data

For the classroom-level data portion of the Framework, teachers are categorized as Group A or Group B teachers.

Who are the Group A teachers?

Group A teachers are those with available classroom-level student achievement data that are valid and reliable, aligned to Arizona’s academic standards, and appropriate to individual teachers’ content areas. If available and appropriate to a teacher’s content area, data from statewide assessments (e.g. AIMS, SAT 10, etc.) shall be used as at least one of the classroom-level data elements.

Who are the Group B teachers?

Group B teachers are those with limited or no available classroom-level student achievement data that are valid and reliable, aligned to Arizona’s academic standards, and appropriate to individual teachers’ content areas.

What is the definition of “classroom-level data?”

Classroom-level data are data limited to student academic performance within an individual classroom or course. These may include AIMS scores, SAT 10 scores, district/school assessments, benchmark assessments, and other standardized assessments. Classroom-level data does NOT include teacher made quizzes or tests for a specific classroom.

How much does classroom-level data count in the final evaluation score for Group A teachers?

For Group A teachers, classroom-level data elements **shall account for at least 33% of evaluation outcomes.** LEAs may increase the weight of these elements as they deem appropriate; however, **the total weight of these data shall not exceed 50% of the total evaluation outcome.** If available and appropriate to a teacher’s content area, data from statewide assessments (e.g. AIMS, SAT 10, etc.) shall be used as at least one of the classroom-level data elements. LEAs may determine which additional classroom-level data will be used and in what proportions.

The district or charter must ensure that **multiple data elements are used** to calculate the portion of each teacher’s evaluation dedicated to student academic progress



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How much does classroom-level data count in the final evaluation score for Group B teachers?

In cases where limited valid and reliable classroom-level data exist, the district or charter must incorporate these data into the final evaluation outcome; however, these data shall be augmented with the use of additional school-level data. School-level data may include aggregate school, grade, or team-level data. **The sum of available classroom-level data and school-level data shall account for between 33% and 50% of evaluation outcomes.**

In cases where no valid and reliable classroom-level data exist, school-level data must account for at least 33% of evaluation outcomes. School-level data may include aggregate school, grade, or team-level data. LEAs may increase the weight of these elements as they deem appropriate; however, **the total weight of these data shall not exceed 50% of the total evaluation outcome.**

The district or charter must ensure that **multiple data elements are used** to calculate the portion of each teacher's evaluation dedicated to student academic progress.

What is the definition of "school-level data?"

School-level data are data limited to student academic performance within an individual school. These may include AIMS scores, SAT 10 scores, district/school assessments, other standardized assessments, and AZ LEARNS profiles.

Is the school-level component of the Framework optional?

The use of school-level data elements is **optional for Group A teachers**. If school-level data are used the total weight of these data shall account for no more than 17% of evaluation outcomes. Additionally, the sum of school-level data and classroom-level data shall not exceed 50% of the total evaluation outcome.

How much does teacher performance count in the final evaluation score for Group B teachers?

The "Teaching Performance" component of the evaluation shall account for **between 50% and 67% of evaluation outcomes.**

Are classroom observations required for the Teacher Performance measure?

The "Teaching Performance" component of the evaluation must be based upon multiple classroom observations. A district's or charter's evaluation instruments must include rubrics for this portion of the evaluation that are aligned to national teaching standards.

http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

What are "Classroom Observations"?

Classroom observations are used to measure observable classroom processes including specific teacher practices, aspects of instruction, and interactions between teachers and students. Classroom observations can measure broad, overarching aspects of teaching or subject-specific or context-specific aspects of practice.

Can survey data be used to measure teacher performance?

Yes, as long as the survey questions align to the InTASC national teaching standards and align to the Framework's definition of "classroom observations."



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Principal Evaluations

What are the components for the Principal Evaluation Portion of the Framework?

For the Principal Evaluation portion of the Framework, there are two required components and one optional component:

- Required Components:
 - School-level data
 - Instructional Leadership Performance
- Optional Component:
 - System/program-level data

How much does school-level data count in the final evaluation score for a principal?

School-level data elements shall account for at least 33% of evaluation outcomes. LEAs may increase the weight of these elements as they deem appropriate; however, the total weight of these data shall not exceed 50% of the total evaluation outcome.

What type of school-level data must be included?

Data from statewide assessments (e.g. AIMS, SAT 10, etc.) **must be included** as at least one of the school-level data elements. Districts or charters may determine which additional school-level data will be used and in what proportions. However, districts and charters must ensure that **multiple data elements are used** to calculate the portion of each principal's evaluation dedicated to student academic progress.

What type of system/program-level data can be used?

A district or charter may choose to incorporate other types of system/program-level data into principal evaluations that focus on student academic performance in specific programs, grade-levels, and subject areas. For example, a district or charter may determine that their principal evaluations will include academic progress data related to third grade reading proficiency rates. **If other types of system/program-level data are used the total weight of these data shall account for no more than 17% of evaluation outcomes.** Additionally, the sum of these data and school-level data shall not exceed 50% of the total evaluation outcome.

How is instructional leadership measured?

The "Leadership" component of the evaluation **must be based upon multiple observations of a principal's performance.** A district's or charter's evaluation instrument must include rubrics for this portion of the evaluation that are aligned to ISLLC national administrator standards.
http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf

How much does instructional leadership count in the final evaluation score for principals?

The "Leadership" component of the evaluation must account for between **50% and 67% of evaluation outcomes.**



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Resources

Developing a District Evaluation Systems

- **A Practical Guide to Designing Comprehensive Teacher Evaluation Systems** --A Tool to Assist in the Development of Teacher Evaluation Systems <http://www.azed.gov/highly-qualified-professionals/files/2011/09/practicalguideevalsystems.pdf>
- **Getting it Right: A Comprehensive Guide to Developing and Sustaining Teacher Evaluation and Support Systems** http://www.nbpts.org/userfiles/file/NBPTS_Getting-It-Right.pdf

Teacher Performance

- **Repository for Arizona Evaluation Instruments & Tools** <http://www.azed.gov/highly-effective-teachers-leaders/repository-az-evaluation/>
- **Guide to Teacher Evaluation Products** <http://resource.tgsource.org/GEP/>
- **Great Teachers and Leaders: State Considerations on Building Systems of Educator Effectiveness** http://find.ed.gov/search?q=State+Considerations+on+Building+Systems+of+Educator+Effectiveness&client=default_frontend&output=xml_no_dtd&proxystylesheet=default_frontend&sa.x=27&sa.y=15
- **North Carolina Teacher Evaluation Process** <http://www.ncpublicschools.org/docs/profdev/training/teacher/teacher-eval.pdf>
- **Using Performance-Based Assessment and Value-Added Models to Identify and Support High-Quality Teachers in Charter School Contexts** http://www.charterschoolcenter.org/sites/default/files/1170%20NCS%20Key%20Issues_Perf-Based%20Value%20Added%20d3.pdf

Principal Performance

- **State Policies and Examples of Best Practices in Principal Evaluation** http://www.tgsource.org/webcasts/201106Workshop/Presentations/ConcurrentSession1_StatePoliciesInPrincipalEval.pdf
- **Principal Leadership Performance Review: A Systems Approach** <http://www.sai-iowa.org/storage/PrinEval.pdf>
- **Evaluating Teacher/Leader Effectiveness—A Webinar** http://www.tgsource.org/presentationsFromField/pdfs/PresentationToWashingtonTeacher-PrincipalEvaluationProject_April_21_2011.pdf
- **Vanderbilt Assessment for Leadership in Education** <http://www.valed.com/index.html>
- **North Carolina Principal Evaluation Process** <http://www.dpi.state.nc.us/profdev/training/principal/>
- **Evaluating Charter School Principals** http://www.charterschoolcenter.org/sites/default/files/1163_NCS_Key_Issue_Evaluating_Principals_d3.pdf

Student Academic Progress

- **Measuring Teachers' Contributions to Student Learning Growth for Non-tested Grades and Subjects** <http://www.azed.gov/highly-qualified-professionals/files/2011/09/measuringteacherscontributionsinnontestedsubjects.pdf>
- **Challenges in Evaluating Special Education Teachers and English Language Learner Specialists** <http://www.tgsource.org/publications/July2010Brief.pdf>



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- **Measuring Student Growth for Teachers in Non---Tested Grades and Subjects: A Primer**
http://www.swcompcenter.org/educator_effectiveness2/NTS_PRIMER_FINAL.pdf
- **Diving into the Arts: Measuring Student Growth in Non-tested Subject Areas**
<http://www.azed.gov/highly-qualified-professionals/files/2011/10/divingintothearts.pdf>
- **Characteristics of Sound Classroom Assessment--Arts Assessment Training Series**
<http://www.azed.gov/highly-qualified-professionals/files/2011/10/soundclassroomassessment.pdf>
- **ITEM POOL AND ITEM DEVELOPMENT TRAINING PACKAGE--CCSSO/SCASS ARTS EDUCATION ASSESSMENT CONSORTIUM**
<http://www.azed.gov/highly-qualified-professionals/files/2011/10/scassartsitemdeveltrainingmanual.pdf>
- **Alternate assessments for special education students in the Southwest Region states**
http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2008044.pdf